DOCUMENT RESUME

ED 383 003 CS 508 883

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TITLE Classroom Student Speaking Opportunities.
PUB DATE May 95
NOTE 54p.; M.S. Research Project, Sam Houston State University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Fused Curriculum; Group Discussion; Junior High Schools; *Speech Communication; Speech Instruction; Speech Skills; Student Educational Objectives; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS Cypress Fairbanks Independent School District TX; Teacher Surveys

ABSTRACT

A study was conducted of teacher perceptions of classroom student speaking opportunities at Cook Junior High School in Cypress-Fairbanks I.S.D. during the spring of 1995. Fifty-four academic teachers of language arts, reading, math, science, and social studies were given a questionnaire to answer according to their attitudes concerning opportunities for students to respond in complete sentences, students to ask questions, and teachers to elicit oral responses. They were asked their perceptions of these communication elements in relationship to teacher techniques of class discussion, directed reading activities, games, grouping, and lecture. Frequency of complete sentence opportunities for each method was also included. Research revealed that grouping and discussion led to an increase in oral communication activities. It further revealed that rather than a separate teaching method, specific oral communication objectives should be fused in all curriculum areas. This allows more time for the verbalization process to be a reinforcement and learning exercise for students before products are handed in. Forty-four questionnaires were returned. Through chi-square testing, probability levels were not shown as .05 or less. Therefore, the null hypothesis that there is no significant difference in teacher perceptions of student speaking opportunities based on classroom method taught at Cook Junior High School was accepted. (Includes 23 notes, 25 tables of data, and 2 figures; contains 12 references, a cover letter and questionnaire.) (Author/TB)

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ED 383 003

CLASSROOM STUDENT SPEAKING OPPORTUNITIES

by

Glenda Domingue Bettis

A Research Paper

submitted in partial fulfillment

of the requirements for the degree of

Masters in the School of Education

Sam Houston State University

May, 1995

CS505453

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ABSTRACT

Classroom Student Speaking Opportunities

by

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A study was conducted of teacher perceptions of classroom student speaking opportunities at Cook Junior High School in Cypress-Fairbanks I.S.D. during the spring of 1995. Fifty-four academic teachers of language arts, reading, math, science, and social studies were given a questionnaire to answer according to their attitudes concerning opportunities for students to respond in complete sentences, students to ask questions, and teachers to elicit oral responses. They were asked their perceptions of these communication elements in relationship to teaching techniques of class discussion, directed reading activities, games, grouping, and lecture. Frequency of complete sentence opportunities for each method was also included.

Research revealed that grouping and discussion lead to an increase in oral communication activities. It further revealed that rather than a separate teaching method, specific oral communication objectives should be fused in all curriculum areas. This allows more time for the verbalization process to be a reinforcement and learning exercise for students before products are handed in.

Forty-four questionnaires were returned. Through chi-square testing, probability levels were not shown as .05 or less. Therefore, the null hypothesis that there is no significant difference in teacher perceptions of student speaking opportunities based on classroom method taught at Cook Junior High School was accepted.

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CHAPTER ONE

INTRODUCTION

GENERAL INTRODUCTION

Teachers have many strategies at their disposal, and interesting and unique methods available for presenting content material. Some believe good oral communication skills from students responding to these classroom activities should be stressed, encouraged, and emphasized. Good communication skills are required to explain an algebraic equation, describe Anne Frank's living quarters, or discuss the causes of the Civil War.

According the the Department of Labor's Secretary's Commission on Achieving Necessary Skills report issued in 1991, teachers need to prepare students for the year 2000, and a service-oriented society, requiring people skills and oral proficiency. Of the necessary basic skills listed in that report, speaking and listening required the highest levels of proficiency.[1]

STATEMENT OF THE PROBLEM

Students are not responding in complete sentences during regular classroom activities.

PURPOSE

This study is to determine what strategies and methods through the normal course of a teacher's daily lesson encourage student oral responses, thereby increasing opportunity for students to practice complete sentences in oral communication.

IMPORTANCE OF THE PROBLEM

If some techniques result in more student responses in complete sentences, then more attention can be drawn to these methods.

DEFINITION OF TERMS

1. Good/acceptable oral communication skills. A skill which demonstrates the student's ability to verbally respond in a complete sentence.

NULL HYPOTHESIS

There is no significant difference in teacher preceptions of student speaking opportunities based on classroom method used.

LIMITATIONS AND DELIMITATIONS

This study is limited to Cypress-Fairbanks Independent School District (CFISD). It is delimited to the academic subject teachers during the Spring semester of 1995 at Cook Junior High School.

ASSUMPTIONS

1. It is assumed that teachers in this study use a variety of teaching methods to insure student success.

2. It is further assumed that teachers are adept at recognizing complete sentence patterns when expressed verbally.

3. It is also assumed that teachers in this study are representative of other CFISD teachers.

CHAPTER TWO
REVIEW OF LITERATURE

Communication is a valuable skill all people need to become useful, productive, responsible citizens in society. Advancing technology in today's workforce, not only involves work knowledge and usage skills, but also the ability to explain a new work schedule, describe a proposal to a supervisor, work with cooperative teams, understand a client's point of view, and respond to an employer's new instructions on restructured procedure.

In June of 1991 the United States Department of Labor issued the Secretary's Commission on Achieving Necessary Skills, "What Work Requires of Schools--- A SCANS Report for America 2000." It reported that employers were expecting competencies in certain areas, as well as technical expertise in a particular job-related field. Speaking and listening were included in the basic skills outlined in this 'America 2000' report. Thinking skills and personal qualities were cited, along with basic skills, as a three-part foundation of learning.[2]

At about the same time the Fort Worth Independent School System, along with community leaders and corporations, reported through collaborative effects their investigation of some 791 jobs, tasks required of those corresponding workers, and levels of proficiency necessary for individual skills. These levels of proficiency were Rudimentary, Basic, Intermediate, Adept, and Advanced. Four percent of the jobs studied indicated Rudimentary skills in speaking/listening, 23 percent listed Basic, 41 percent specified Intermediate proficiency required, 25 percent revealed Adeptness at communication in the workplace, and 7 percent required Advanced speaking and listening skills. Seventy-three percent of these jobs analyzed described intermediate or higher proficiencies in communication skills, despite the fact that only 28 percent of them required advanced training or formal education beyond high school.[3]

Like the SCANS, report the Fort Worth: Project C3 reform movement raised the question as to whether public education was meeting the needs of future workers. The SCANS report, while indicating the importance of speaking and listening skills, suggested that schools addressed such only in a round-about fashion. And, the Project C3 movement correlated worker skills into a more authentic, applicable classroom experience.

Through his dissertation practicum, Donald Mobley conducted a study with his 115 seventh grade Language Arts students. Their public speaking skills were evaluated by a peer review committee and himself. These were conducted prior to and following the completion of a program designed to improve confidence, clarity, and fluency. It was determined that the students did not possess these qualities. Various methods and techniques through a specially designed program were employed over an eight month period to improve self-confidence in speaking before an audience, articulation skills, and organizational style in delivery.[4] The final culminating unit was an individually selected oral presentation. The results of Mobley's practicum showed expected results: self-confidence improved from 33 percent to 88 percent, articulation skills 37 percent to 91 percent, and fluency/organizational skills 25 percent to 82 percent.[5]

Mobley found that relevancy was a major cause of students lacking necessary oral presentation skills. Students were not able to associate speaking and listening skills with future success. As reported by him, Clark in 1988 wrote that 80 percent of our time is spent in communication. The economic, social, and political impact of that on a student's future success in the workforce needs to be stressed. Students need to make the connection and understand speaking and listening relevancy.[6]

According to Mobley, Glatthorn (1988) and Plourde (1986) pointed out that students spent far less time in actual oral communication in their Language Arts classes, than reading, writing, and listening.[7] Pope and Kutiper (1989), Robbins (1988), Becker (1990), and Johnson (1989), as reported by Mobley, all shared that same view,

with Robbins in particular, stating that education was lacking in the development of student oral communication skills so necessary for the work force.[8]

Standard English is still the acceptable requirement in the business world. Mobley found that Sledd advanced this thought in 1986 prior to Robbins, when he concluded it unjust for students to demonstrate such proficiency in the work-business world when not mandated they acquire oral proficiency in standard English language throughout their education.[9]

As Mobley felt, and was substantiated by Sleeter and Grant (1986), English and Language Arts teachers need to move away from the work-sheet assembly line educational practice to active student participations, and empowerment of students in their own education so that they will make this relevancy connection.[10]

The National Council of Teachers of English published a book entitled Talking to Learn: Classroom Practices in Teaching English which contained essays focusing on oral communication in the classroom. These activities were designed to improve confidence and attain a greater depth of understanding in literature. Goran "George" Moberg's contribution involved peer-group/collaborative effort in the study of a community college introduction-to-literature course. Groups were established early on in the term and remained stable throughout the year. A sequence of activities followed with each new unit to study: different/parallel readings assigned to groups, daily class journal writings/reflections occurred, group discussion time, final group presentations, followed by performer/audience discussion of author's intent. Although students' essay writings improved, Moberg noted that perhaps the greater impact was exhibited on their speaking and listening skills and the "better analytical essay-writing as a result of all the intense speaking in the workshop-like groups."[11] Confidence in speaking and expressing their opinions was considered the biggest reward of this class grouping teaching method.

Another essay written by Robert W. Blake explains how valuable a play is in teaching stories and plays. He went on to list important instruction objectives, which

included oral discussions of character analysis, descriptions of setting, and explanations of plot, all leading to preparations of the actual production, be it readers theatre or stage show.[12] Nancy Wyatt's essay entitled "Structuring Speaking and Listening in the Classroom," proposed that student speaking and student listening for information should be assisted by teaching five basic structures of organization: time, space, classification, comparison, and cause/effect. Effective ways of teaching such were: giving a speech topic and having students organize it in those five structures, assigning impromptu speeches with short delivery messages, and by selecting a rather haphazardly organized student speech and first trying to decipher the message and then restructuring that particular speech appropriately. In so doing, Wyatt found the students were able to express organized thoughts easier and better able to understand lectures while in the listening mode.[13]

Lynn Plourde's essay challenges teachers to incorporate speaking and listening throughout their daily teaching routine, thereby doing away with the teacher premise that specific time must be set aside for the development of oral communication skills.[14] The following suggestions were listed: classroom directions should be given only once, use unusual words or word groupings in giving instructions, require students to verbally ask--don't anticipate and respond first, require complete sentence responses, increase student responsibility in classroom routine. Plourde's expansion of that recommendation included more student involvement in small group discussions. This affords opportunity for more students to talk at one time rather than the teacher leading a class discussion.[15] Friday afternoon or just prior to holiday time was suggested as an opportune time to incorporate specific speaking and listening activities Plourde listed at the end of his essay.

Dan-Pyle Millar studied discussion groups. In his findings he did not mention speaking and listening as such, but included notes to teachers with regard to teaching content material through small group discussions for the sake of clarification of concepts

and improving understanding of application. Millar further advanced the thought that rewarding small groups for results may be counter productive to the cooperation and coordination of efforts so necessary within the group.[16]

Discussing why student speaking is so critical to the learning environment was the topic of Virginia O'Keefe's paper before a Speech Communication Convention. She discussed intrapersonal communication (internalizing thoughts) and interpersonal communication (one-on-one). As others discussed previously, O'Keefe felt that group discussion was an avenue all teachers could employ. In her view it internalized concepts, allowed for greater understanding of content, and raised performance levels of all because of the interaction within the group.[17] O'Keefe's intent was to propose reasons why, so that teachers would effectively incorporate the hows of speaking and listening within a curriculum area.

Similiarily, Last and DeMuth felt a need to publish a speaking and listening classroom guide, contributing further to the importance of cross-content use of oral communication as an integral part of teaching methodology and learning process. The guide is organized according to elementary, middle school, and high school grades, incorporating five different units of communication: Affecting, Ritualistic, Imaginative, Informative, and Persuasive.[18] It was designed to be very specific with purposes, procedures, actual activities, examples, and oral evaluation grading sheets.

Nancy Hyslop also attempted to help classroom teachers in their efforts to include student speaking and listening as part of their teaching repertoire. Conversation, group discussion, interviews, and drama, were the actual suggestions given for format ideas.[19] Hyslop separated elements of the listening component and guidelines to set them up from actual speaking skills of the communication process. She further divided those into five approaches: Component Skills, Communication Activities, Participant Network Referential Communication Games, and Functional Communication.[20]

Some believe that on the surface computers seem to be a sole/singular learner approach to content material. However, students learning and playing together with computers can dispel that thought. "Online-Learning Collaboratively" has substantiated that belief with Ann Vibert's thoughts on 'Collaborative Writing,' and Freeman and Sharp's 'Student Dialogue in a Computer Game Activity.' In both instances student verbal dialogue and interaction were observed and analyzed. In the first, Vibert observed two students: developing meaning in the writing process, discovering one choice in writing lines to a scene may be dependent on another, attempting to develop a younger child's dialogue to enhance characterization, and realizing that revision must be acknowledged as a group effort also.[21] Freeman and Sharp observed that collaborative decision-making was a key element in strategic computer games. Alternatives discussed, solutions considered, information assimilated were all observable in the verbal interaction between the players.[22]

Classroom oral communication is a possibility for all curriculum areas. The extent to which used, can only be decided by the teacher who believes in the integral and necessary part speaking plays in the learning process. Teachers using their professional judgment decide which verbal activities are most appropriate for their students.[23]

CHAPTER THREE

METHODS AND PROCEDURES

A survey of teacher perceptions and attitudes was used to determine which teaching method affords the most opportunity for student oral communication in the classroom. Fifty-four questionnaires were sent out to language arts, reading, math, science, and social studies teachers, in a suburban junior high school in northwest Houston, within Cypress-Fairbanks Independent School District (CFISD).

Class discussion, directed reading activities, games, grouping, and lecture were the teaching techniques selected because they were included in the artistry exercise required of all district teachers up to three years ago. This was in an effort to have all teachers exploring and using additional ways of introducing and/or reinforcing the day's lesson. Those in the district three years or less would not have been exposed to this added training, since artistry was deleted from the district requirements of professional growth about three years ago.

A twenty-one item questionnaire (see Appendices) was designed addressing issues of student complete sentence opportunities, student questioning opportunities, and teacher opportunities to elicit oral responses from students. In addition teacher perceptions of frequency of student complete sentence opportunities while employing each of the five selected teaching techniques were included.

The teachers responded directly on a SCANTRON Form 882 ES, and then the responses were later transferred to the appropriate side of the form by the researcher. The responses were scanned and converted to frequency and percentage data information by a SCANTRON OMR 1100 Data Entry Terminal in an International Business Machine (IBM) computer.

Chi-square tests were run by a MacIntosh computer using the Statworks program. The discreet data involved years of teaching experience, content area, variables nine, ten,

and eleven (concerning complete sentence opportunities, student questioning, and eliciting oral responses), and the frequency of speaking opportunity that grouping techniques provide. It was understood, in order to reject the null hypothesis, a probability of .05 or less was necessary.

Errors in research resulted in three scantron sheets being deleted from the frequency/percentage data information, and two dropped from the Statworks program. These scantron sheets were allowed to remain, however. Deletions were the result of both teacher and researcher error, and may account for minor discrepancies in total numbers.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The purpose of the study was to determine student speaking opportunities in the classroom when using specific teaching techniques, i.e., class discussion, directed reading activities, games, grouping, lecture. Variables number nine, ten, and eleven of a 21 item questionnaire spoke to that purpose, as depicted in Table 1. For variable number nine, 58 percent of all teacher participants felt that students would have more opportunities to respond in complete sentences if class discussion were incorporated into the daily lesson, 28 percent agreed with directed reading activities, and 14 percent with grouping. Through variable number ten, teachers were then asked to select which of the five teaching teachniques affords the most opportunities for students to ask questions. Sixty-four percent agreed with class discussion, five percent with directed reading activities, two percent with games, twenty-five percent grouping, and five percent with lecture. Variable number eleven asked which teaching technique affords the most opportunity for teachers to elicit oral responses. Seventy percent agreed with class discussion, five percent with directed reading activities, five percent with games, nine percent with grouping, and eleven percent with lecture.

Also on Table 1 the frequency of complete sentence opportunities was noted. Highest percentage of teacher responses for each teaching technique were: 39 percent chose 15 or more opportunities during class discussion, 48 percent indicated 6 to ten opportunities were present in directed reading activities, 38 percent of the teachers felt that one to five opportunities were available for students to respond in complete sentences during game activities, 33 percent felt that grouping afforded six to ten opportunities, and lecture gave one to five chances, according to 62 percent of teachers.

Variable two gave other disaggregated data by indicating years of teaching experience in Cypress-Fairbanks I.S.D. Table 2 shows responses of 15 teachers

TABLE 1

FREQUENCY AND PERCENTAGE DATA: CLASSROOM STUDENT SPEAKING OPPORTUNITIES SURVEY

Total Responding: 44 NR= No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	9	35	0	0	0	0	44	1.8
	Percent:	20%	80%	0%	0%	0%			
2.	Number:	15	29	0	0	0	0	44	1.7
	Percent:	34%	66%	0%	0%	0%			
3.	Number:	38	6	0	0	0	0	44	1.1
	Percent:	86%	14%	0%	0%	0%			
4.	Number:	22	19	3	0	0	0	44	1.6
	Percent:	50%	43%	7%	0%	0%			
5.	Number:	14	19	11	0	0	0	44	1.9
	Percent:	32%	43%	25%	0%	0%			
6.	Number:	35	9	0	0	0	0	44	1.2
	Percent:	80%	20%	0%	0%	0%			
7.	Number:	9	34	0	0	0	1	43	1.8
	Percent:	21%	79%	0%	0%	0%			
8.	Number:	34	5	0	2	1	2	42	1.4
	Percent:	81%	12%	0%	5%	2%			
9.	Number:	25	12	0	6	0	1	43	1.7
	Percent:	58%	28%	0%	14%	0%			
10.	Number:	28	2	1	11	2	0	44	2.0
	Percent:	64%	5%	2%	25%	5%			
11.	Number:	31	2	2	4	5	0	44	1.9
	Percent:	70%	5%	5%	9%	11%			
12.	Number:	3	16	8	17	0	0	44	2.9
	Percent:	7%	36%	18%	39%	0%			
13.	Number:	26	18	0	0	0	0	44	1.4
	Percent:	59%	41%	0%	0%	0%			
14.	Number:	11	20	9	2	0	2	42	2.0
	Percent:	26%	48%	21%	5%	0%			
15.	Number:	14	28	0	0	0	2	42	1.7
	Percent:	33%	67%	0%	0%	0%			
16.	Number:	16	10	10	6	0	2	42	2.1
	Percent:	38%	24%	24%	14%	0%			
17.	Number:	33	9	0	0	0	2	42	1.2
	Percent:	79%	21%	0%	0%	0%			
18.	Number:	7	14	8	13	0	2	42	2.6
	Percent:	17%	33%	19%	31%	0%			
19.	Number:	13	28	0	0	0	3	41	1.7
	Percent:	32%	68%	0%	0%	0%			
20.	Number:	26	12	3	1	0	2	42	1.5
	Percent:	62%	29%	7%	2%	0%			
21.	Number:	19	22	0	0	0	3	41	1.5
	Percent:	46%	54%	0%	0%	0%			

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TABLE 2

FREQUENCY AND PERCENTAGE DATA: TEACHERS WITH 0-3 CFISD YEARS EXPERIENCE

Total Responding: 15 NR=No Response

Cuestion		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	9	6	0	0	0	0	15	1.4
	Percent:	60%	40%	0%	0%	0%			
2.	Number:	13	0	0	0	0	0	15	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	14	1	0	0	0	0	15	1.1
	Percent:	93%	7%	0%	0%	0%			
4.	Number:	11	4	0	0	0	0	15	1.3
	Percent:	73%	27%	0%	0%	0%			
5.	Number:	4	7	4	0	0	0	15	2.0
	Percent:	27%	47%	27%	0%	0%			
6.	Number:	14	1	0	0	0	0	15	1.1
	Percent:	93%	7%	0%	0%	0%			
7.	Number:	0	15	0	0	0	0	15	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	13	1	0	1	0	0	15	1.3
	Percent:	87%	7%	0%	7%	0%			
9.	Number:	8	4	0	3	0	0	15	1.9
	Percent:	53%	27%	0%	20%	0%			
10.	Number:	9	1	1	3	1	0	15	2.1
	Percent:	60%	7%	7%	20%	7%			
11.	Number:	11	0	1	2	1	0	15	1.8
	Percent:	73%	0%	7%	13%	7%			
12.	Number:	1	5	2	7	0	0	15	3.0
	Percent:	7%	33%	13%	47%	0%			
13.	Number:	9	6	0	0	0	0	15	1.4
	Percent:	60%	40%	0%	0%	0%			
14.	Number:	7	4	3	0	0	1	14	1.7
	Percent:	50%	29%	21%	0%	0%			
15.	Number:	7	7	0	0	0	1	14	1.5
	Percent:	50%	50%	0%	0%	0%			
16.	Number:	2	6	3	3	0	1	14	2.5
	Percent:	14%	43%	21%	21%	0%			
17.	Number:	13	1	0	0	0	1	14	1.1
	Percent:	93%	7%	0%	0%	0%			
18.	Number:	3	4	1	6	0	1	14	2.7
	Percent:	21%	29%	7%	43%	0%			
19.	Number:	3	11	0	0	0	1	14	1.8
	Percent:	21%	79%	0%	0%	0%			
20.	Number:	9	5	0	0	0	1	14	1.4
	Percent:	64%	36%	0%	0%	0%			
21.	Number:	8	6	0	0	0	1	14	1.4
	Percent:	57%	43%	0%	0%	0%			

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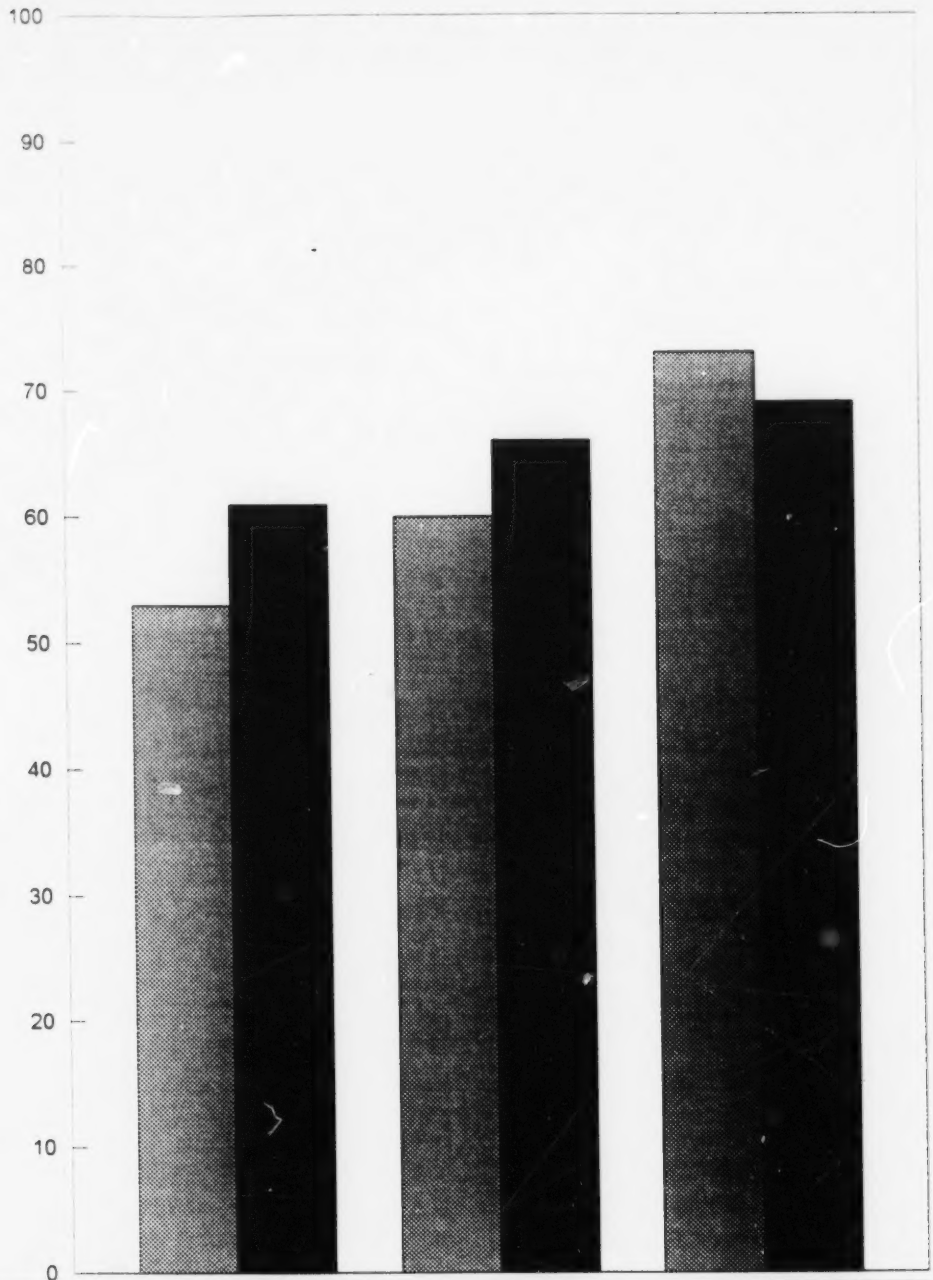
with three, or less, years teaching experience. Fifty-three percent of those indicated class discussion provided the most complete sentence opportunities. Sixty percent again said class discussion afforded the most opportunity for students to ask questions, while 73 percent agreed that it also provided the most opportunity for teachers to elicit responses.

Table 3 gives information regarding attitudes of 29 teachers with four or more years teaching experience in CFISD. Here again, class discussion received the highest percentage points. Sixty-one percent of those teachers felt it would provide the most complete sentence opportunities, 66 percent believed it would provide the most chances for students to ask questions, and 69 percent of the more experienced teachers felt it would allow them more opportunities to elicit oral responses. The histogram on the next page (Figure 1) may be a better depiction of teacher experiences and personal attitudes regarding oral classroom communication.

Several chi-square tests were run to determine the significance of certain discreet data. Table 4 shows the chi-square test run to see if any significant difference existed between younger and more experienced teachers and their choice of teaching technique allowing for the most complete sentence opportunities for students. Chi-square value of 4.44 and significance of 0.22 indicated no significant difference in attitudes regarding techniques. Class discussioin, directed reading activities, and grouping were most often chosen, in that order, of frequency of occurrence from highest to lowest, by the more experienced teachers (Table 3). And, class discussion, grouping, and directed reading activities were the techniques chosen in that rank order by those teachers with three or fewer teaching years (Table 2).

Table 5 shows another chi-square test run on the frequency of student speaking opportunities using grouping as a technique and years of teaching experience. Based on chi-square value of 3.54 and significance of 0.32, there is no significant difference in attitudes of CFISD teachers with zero to three years experience and those with four plus

years. A level of .05 or less was determined necessary to reject the previously stated hypothesis.



	Complete Sentence Opportunity	Student Questioning	Elicit Oral Responses
0 - 3 Years	53	60	73
4+Years	61	66	69

FIGURE 1: CFISD YEARS EXPERIENCE AND ATTITUDES OF CLASS DISCUSSION TECHNIQUES

TABLE 3

FREQUENCY AND PERCENTAGE DATA: TEACHERS WITH 4 PLUS CFISD YEARS EXPERIENCE

Total Responding: 29 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	29	0	0	0	0	29	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	0	29	0	0	0	0	29	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	24	5	0	0	0	0	29	1.2
	Percent:	83%	17%	0%	0%	0%			
4.	Number:	11	15	3	0	0	0	29	1.7
	Percent:	38%	52%	10%	0%	0%			
5.	Number:	10	12	7	0	0	0	29	1.9
	Percent:	34%	41%	24%	0%	0%			
6.	Number:	21	8	0	0	0	0	29	1.3
	Percent:	72%	28%	0%	0%	0%			
7.	Number:	9	19	0	0	0	1	28	1.7
	Percent:	32%	68%	0%	0%	0%			
8.	Number:	21	4	0	1	1	2	27	1.4
	Percent:	78%	15%	0%	4%	4%			
9.	Number:	17	8	0	3	0	1	28	1.6
	Percent:	61%	29%	0%	11%	0%			
10.	Number:	19	1	0	8	1	0	29	2.0
	Percent:	66%	3%	0%	28%	3%			
11.	Number:	20	2	1	2	4	0	29	1.9
	Percent:	69%	7%	3%	7%	14%			
12.	Number:	2	11	6	10	0	0	29	2.8
	Percent:	7%	38%	21%	34%	0%			
13.	Number:	17	12	0	0	0	0	29	1.4
	Percent:	59%	41%	0%	0%	0%			
14.	Number:	4	16	6	2	0	1	28	2.2
	Percent:	14%	57%	21%	7%	0%			
15.	Number:	7	21	0	0	0	1	28	1.8
	Percent:	25%	75%	0%	0%	0%			
16.	Number:	14	4	7	3	0	1	28	2.0
	Percent:	50%	14%	25%	11%	0%			
17.	Number:	20	8	0	0	0	1	28	1.3
	Percent:	71%	29%	0%	0%	0%			
18.	Number:	4	10	7	7	0	1	28	2.6
	Percent:	14%	36%	25%	25%	0%			
19.	Number:	10	17	0	0	0	2	27	1.6
	Percent:	37%	63%	0%	0%	0%			
20.	Number:	17	7	3	1	0	1	28	1.6
	Percent:	61%	25%	11%	4%	0%			
21.	Number:	11	16	0	0	0	2	27	1.6
	Percent:	41%	59%	0%	0%	0%			

TABLE 4

CHI-SQUARE COMPARISON OF YOUNGER AND MORE EXPERIENCED CFISD TEACHERS AND TECHNIQUE YIELDING MOST COMPLETE SENTENCES

Chi-Square: 4.44 Phi: 0.33 Contingency
Significance: 0.22 Cramer's V: 0.33 Coefficient: 0.31

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	SENTENCE Totals
4	4 57.14 28.57 9.76	3 42.86 11.11 7.32	7 17.07
1	6 30.00 42.86 14.63	14 70.00 51.85 34.15	20 48.78
2	3 23.08 21.43 7.32	10 76.92 37.04 24.39	13 31.71
5	1 100.00 7.14 2.44	0 0.00 0.00 0.00	1 2.44
0-3 CFISD YRS Totals	14 34.15	27 65.85	41 100.00

TABLE 5

CHI-SQUARE COMPARISON OF YOUNGER AND MORE EXPERIENCED CFISD TEACHERS AND FREQUENCY OF SENTENCE OPPORTUNITIES IN GROUPING TECHNIQUE

Chi-Square:	3.54	Phi:	0.30	Contingency	
Significance:	0.32	Cramer's V:	0.30	Coefficient:	0.29

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	SENT. OPP. Totals
4	7 50.00 53.85 17.50	7 50.00 25.93 17.50	14 35.00
2	3 23.08 23.08 7.50	10 76.92 37.04 25.00	13 32.50
3	1 14.29 7.69 2.50	6 85.71 22.22 15.00	7 17.50
1	2 33.33 15.38 5.00	4 66.67 14.81 10.00	6 15.00
0-3 CFISD YRS Totals	13 32.50	27 67.50	40 100.00

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

SUMMARY

Academic teacher perceptions of classroom oral communication was determined by results of a 21 item questionnaire given to 54 language arts, reading, math, science, and social studies teachers at Cook Jr. High during the spring of 1995.

Preponderance of data resulted in percentage and frequency tables indicating attitudes of the 44 participating teachers, regarding student opportunities of classroom oral communication, using class discussion, directed reading activities, games, grouping, and lecture teaching techniques. Variable nine, ten, and eleven on the questionnaire directly addressed these issues.

Chi-square testing analyzed discreet data to determine significance so that acceptance or rejection of the null hypothesis could be noted. Issues under analysis involved most complete sentence opportunities, student questioning, and chances for teachers to elicit oral responses, also that particular data representing teachers with zero to three years experience and those with four or more years. It was understood that significance levels of 0.05 or less would necessitate rejection of the null hypothesis.

CONCLUSIONS

Chi-square testing of those particular classroom communication elements (complete sentences, student questioning, and oral responses elicited) and academic teacher perceptions of student speaking opportunities yielded significance levels greater than .05. As a result the null hypothesis that there is no significant difference in teacher perceptions of student speaking opportunities based on classroom method employed at Cook Jr. High was accepted.

Groupings and discussions were strongly suggested in the review of literature as teaching techniques affording more encouragement of student opportunities for proper oral communication in the classroom. The preponderance of data from the questionnaire in this research also indicated teachers favored class discussions in providing a strong influence of (student) complete sentence responses, but did not appear to acknowledge grouping in as strong a light as literature revealed.

Class discussion was chosen early on in the questionnaire as offering the most complete sentence opportunities by 58 percent of academic teachers responding. However, later when asked frequency of occurrences, only 39 percent responded to 15+ times. The grouping category yielded 14 percent of the teachers initially agreed with it as affording the most opportunities. Later when questions were repeated to determine frequency of occurrence by teaching techniques, 31 percent responded to 15+ times. Such inconsistencies should be noted. Perhaps placement or positioning of choices may have played a part in these discrepancies.

There is also some thought to perhaps teachers interpreting 'opportunity' with control of quality of student oral responses, and may be another reason so many teachers favored the class discussion teaching mode. It may also be viewed by many as the optimum method of assuring all students remain on task. In looking at preponderance of data, games and lectures were seldom considered, or certainly not in very high percentages.

Most of the academic teachers with four or more years teaching experience consistently chose class discussion for the technique affording the most complete sentence opportunities, student questions, and chances for teachers to elicit oral responses. Teachers with fewer teaching years also favored class discussions, although a 20 point percentage difference was noted in specific student communication responses, compared to an eight point range for the more experienced ones. Experienced teacher

may share similar views on classroom oral communication and develop like perceptions regarding student participation as number of teaching years increase.

RECOMMENDATIONS

For replication of this study, the researcher recommends:

1. Consideration of placement or positioning of teaching method techniques, in order to eliminate the possibility of favoritism to the first and/or second choice.

2. Definition of specific teaching techniques to include, in particular, remarks concerning proper lectures and teachers' responsibilities in drawing students out, as well as games which might include complex strategy computer games with partners.

3. Caution expressed to teachers to avoid any other elements which may come into play and influence choices, especially regarding 'opportunity' as opposed to 'teacher control' of oral communication.

4. Teachers be given a longer reflection time prior to answering questionnaire so that they may be encouraged to review lesson plans and call to mind thoughts of quality and quantity of student oral responses as a result of specific techniques, and not necessarily think in terms of the most frequently chosen method of teaching a lesson.

Notes

(1) Department of Labor, Secretary's Commission on Achieving Necessary Skills--What Work Requires of Schools***A SCANS Report for America 2000, Executive Summary, (Washington, D. C.: 1991), xix.

(2) Ibid., xviii.

(3) Fort Worth Independent School District, C3 Transforming Schools in Fort Worth, (Fort Worth, Texas: 1991), 5.

(4) Mobley, Donald Graham, Improving Confidence, Clarity, and Fluency in Public Speaking Skills of Middle School Students Through Innovative Instructional Techniques, report prepared for Dissertations/Theses---Practicum Papers (Nova University: 1991), 6-7.

(5) Ibid., 51.

(6) Ibid., 13.

(7) Ibid., 10.

(8) Ibid., 11.

(9) Ibid., 12.

(10) Ibid., 14.

(11) Moberg, Goran, "Analyzing Literature through Collaborative Speaking," in Talking to Learn: Classroom Practices in Teaching English, Volume 24, National Council of Teachers of English (Urbana, Illinois: 1989), 30.

(12) Blake, Robert W., "The Play's the Thing for Middle School Students," in Talking to Learn: Classroom Practices in Teaching English, Volume 24, National Council of Teachers of English (Urbana, Illinois: 1989), 55.

(13) Wyatt, Nancy, "Structuring Speaking and Listening in the Classroom," in Talking to Learn: Classroom Practices in Teaching English, Volume 24, National Council of Teachers of English (Urbana, Illinois: 1989), 114-116.

(14) Plourde, Lynn, "Weaving in Listening and Speaking throughout the School Day," in Talking to Learn: Classroom Practices in Teaching English, Volume 24, National Council of Teachers of English (Urbana, Illinois: 1989), 117.

(15) Ibid., 120.

(16) Millar, Dan-Pyle, Introduction to Small Group Discussion (Illinois: Clearinghouse on Reading and Communication Skills, 1986), 64.

(17) O'Keefe, Virginia, "Using Oral Communication in the Regular Curriculum," paper presented at the Annual Meeting of the Speech Communication Association, 69th Annual conference, Washington, D. C., 10-13 November, 1983, 3-4.

(18) Last, Ellen, and Robert J. DeMuth, Classroom Activities in Listening and Speaking, Bulletin Number 91337, Wisconsin State Department of Public Instruction, (Madison, Wisconsin: 1991), 26.

(19) Hyslop, Nancy, Developing Listening and Speaking Skills, Learning Package Number 46, School of Education--Indiana University, (Bloomington, Indiana: 1990), 3.

(20) Ibid., 5-7.

(21) Vibert, Ann and Lucille Freeman and Paula Sharp, "Online: Learning Collaboratively," Language Arts, 65, no. 1 (January 1988): 76.

(22) Ibid., 79.

(23) Last and DeMuth, 26.

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Blake, Robert W. "The Play's the Thing for Middle School Students." In Talking to Learn: Classroom Practices in Teaching English. 53-57. Urbana, Illinois: National Council of Teachers of English, 1989.

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Millar, Dan-Pyle. Introduction to Small Group Discussion. Urbana, Illinois: Clearinghouse on Reading and Communication Skills, 1986.

Moberg, Goran. "Analyzing Literature Through Collaborative Speaking." In Talking to Learn: Classroom Practices in Teaching English. 27-30. Urbana, Illinois: National Council of Teachers of English, 1989.

Mobley, Donald Graham. Improving Confidence, Clarity, and Fluency in Public Speaking Skills of Middle School Students Through Innovative Techniques. Ph. D. diss., Nova University, 1991.

O'Keefe, Virginia. "Using Oral Communication in the Regular Curriculum." Paper presented at the Annual Meeting of the Speech Communication Association, 69th Annual Conference. Washington, D. C., 10-13 November 1983.

Plourde, Lynn. "Weaving in Listening and Speaking throughout the School Day." In Talking to Learn: Classroom Practices in Teaching English. 117-123. Urbana, Illinois: National Council of Teachers of English, 1989.

U. S. Department of Labor. Secretary's Commission on Achieving Necessary Skills---What Work Requires of Schools *** A SCANS Report for America 2000. Washington: 1991.

Vibert, Ann, Lucille Freeman, and Paula Sharp. "Online: Learning Collaboratively." Language Arts 65, no. 1 (January 1988): 74-79.

Wyatt, Nancy. "Structuring Speaking and Listening in the Classroom." In Talking to Learn: Classroom Practices in Teaching English. 113-116. Urbana, Illinois: National Council of Teachers of English, 1989.

March 21, 1995:

Dear Cook Teacher:

I am presently enrolled in a graduate study course at Sam Houston State University entitled "Methods of Research." The questionnaire on the back relates to my research project involving student speaking opportunities in the classroom.

Please answer the questionnaire by responding on the scantron sheet provided, and return to my box by Friday, March 24th. A brown envelope has been placed there for both items. Confidentiality will be exercised, and information will be reported as grouped data only. Do not sign questionnaire.

Results of study will be made available after May 8, 1995. Simply contact me with verbal or written request to receive a copy.

Thank you for your time.

_____

Glenda D. Bettis

CLASSROOM STUDENT SPEAKING OPPORTUNITIES

28

DIRECTIONS:
Please mark appropriately on SCANTRON and answer # 7b directly on questionnaire. Return by **3/24/95.**

1. A 0-3 years teaching experience
   B 4+ years teaching experience

2. A 0-3 CFISD years experience
   B 4+ CFISD years experience

3. A Female
   B Male

4. A 7th grade
   B 8th grade
   C 7th & 8th

5. A Language/Reading content
   B Math/Science content
   C Social Studies

6. A Bachelor's degree
   B Master's degree

	A	B
7. Have you had teacher training in student classroom oral communication?	YES	NO
7b. If yes, where/when _____		
8. Would you like to see staff development workshops offered?	YES	NO

CLASS DISCUSSION	DIRECTED READING ACTIVITIES	GAMES	GROUPING	LECTURE
A	B	C	D	E

9. Which method above results in the most complete sentence opportunities for students?	A B C D E
10. Which method above affords the most opportunities for students to ask questions?	A B C D E
11. Which method above affords the most opportunities for teachers to elicit oral responses?	A B C D E

	A	B	C	D
If CLASS DISCUSSION was used as a teaching method:				
12. How many (student) complete sentence opportunities would be available in a 45 minute class period?	1-5	6-10	11-15	15+
13. Which group is more likely to speak?	Boys	Girls		
If DIRECTED READING ACTIVITIES were used as a teaching method:				
14. How many (student) complete sentence opportunities would be available in a 45 minute class period?	1-5	6-10	11-15	15+
15. Which group is more likely to speak?	Boys	Girls		
If GAMES were used as a teaching method:				
16. How many (student) complete sentence opportunities would be available in a 45 minute class period?	1-5	6-10	11-15	15+
17. Which group is more likely to speak?	Boys	Girls		
If GROUPING was used as a teaching method:				
18. How many (student) complete sentence opportunities would be available in a 45 minute class period?	1-5	6-10	11-15	15+
19. Which group is more likely to speak?	Boys	Girls		
If LECTURE was used as a teaching method:				
20. How many (student) complete sentence opportunities would be available in a 45 minute class period?	1-5	6-10	11-15	15+
21. Which group is more likely to speak?	Boys	Girls		

FEEL FREE TO MAKE COMMENTS ON LETTER. REMEMBER TO RETURN BY FRIDAY, MARCH 24, 1995. THANK YOU!

TABLE 6

FREQUENCY AND PERCENTAGE DATA: LANGUAGE ARTS / READING TEACHERS AND STUDENT SPEAKING OPPORTUNITIES

Total Responding: 14 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	2	12	0	0	0	0	14	1.9
	Percent:	14%	86%	0%	0%	0%			
2.	Number:	4	10	0	0	0	0	14	1.7
	Percent:	29%	71%	0%	0%	0%			
3.	Number:	14	0	0	0	0	0	14	1.0
	Percent:	100%	0%	0%	0%	0%			
4.	Number:	6	6	2	0	0	0	14	1.7
	Percent:	43%	43%	14%	0%	0%			
5.	Number:	14	0	0	0	0	0	14	1.0
	Percent:	100%	0%	0%	0%	0%			
6.	Number:	12	2	0	0	0	0	14	1.1
	Percent:	86%	14%	0%	0%	0%			
7.	Number:	1	12	0	0	0	1	13	1.9
	Percent:	8%	92%	0%	0%	0%			
8.	Number:	10	1	0	1	1	1	13	1.6
	Percent:	77%	8%	0%	8%	8%			
9.	Number:	7	4	0	2	0	1	13	1.8
	Percent:	54%	31%	0%	15%	0%			
10.	Number:	7	1	1	4	1	0	14	2.4
	Percent:	50%	7%	7%	29%	7%			
11.	Number:	10	0	0	2	2	0	14	2.0
	Percent:	71%	0%	0%	14%	14%			
12.	Number:	1	6	1	6	0	0	14	2.9
	Percent:	7%	43%	7%	43%	0%			
13.	Number:	9	5	0	0	0	0	14	1.4
	Percent:	64%	36%	0%	0%	0%			
14.	Number:	2	8	3	0	0	1	13	2.1
	Percent:	15%	62%	23%	0%	0%			
15.	Number:	3	10	0	0	0	1	13	1.8
	Percent:	23%	77%	0%	0%	0%			
16.	Number:	4	5	4	0	0	1	13	2.0
	Percent:	31%	38%	31%	0%	0%			
17.	Number:	12	1	0	0	0	1	13	1.1
	Percent:	92%	8%	0%	0%	0%			
18.	Number:	3	4	3	3	0	1	13	2.5
	Percent:	23%	31%	23%	23%	0%			
19.	Number:	6	7	0	0	0	1	13	1.5
	Percent:	46%	54%	0%	0%	0%			
20.	Number:	10	2	1	0	0	1	13	1.3
	Percent:	77%	15%	8%	0%	0%			
21.	Number:	5	8	0	0	0	1	13	1.6
	Percent:	38%	62%	0%	0%	0%			

BEST COPY AVAILABLE

TABLE 7

FREQUENCY AND PERCENTAGE DATA: MATH / SCIENCE TEACHERS AND STUDENT SPEAKING OPPORTUNITIES

Total Responding: 19 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	4	15	0	0	0	0	19	1.8
	Percent:	21%	79%	0%	0%	0%			
2.	Number:	7	12	0	0	0	0	19	1.6
	Percent:	37%	63%	0%	0%	0%			
3.	Number:	14	5	0	0	0	0	19	1.3
	Percent:	74%	26%	0%	0%	0%			
4.	Number:	10	8	1	0	0	0	19	1.5
	Percent:	53%	42%	5%	0%	0%			
5.	Number:	0	19	0	0	0	0	19	2.0
	Percent:	0%	100%	0%	0%	0%			
6.	Number:	14	5	0	0	0	0	19	1.3
	Percent:	74%	26%	0%	0%	0%			
7.	Number:	3	16	0	0	0	0	19	1.8
	Percent:	16%	84%	0%	0%	0%			
8.	Number:	15	2	0	1	0	1	18	1.3
	Percent:	83%	11%	0%	6%	0%			
9.	Number:	12	4	0	3	0	0	19	1.7
	Percent:	63%	21%	0%	16%	0%			
10.	Number:	12	0	0	6	1	0	19	2.2
	Percent:	63%	0%	0%	32%	5%			
11.	Number:	13	1	0	2	3	0	19	2.0
	Percent:	68%	5%	0%	11%	16%			
12.	Number:	2	5	5	7	0	0	19	2.9
	Percent:	11%	26%	26%	37%	0%			
13.	Number:	13	6	0	0	0	0	19	1.3
	Percent:	68%	32%	0%	0%	0%			
14.	Number:	4	8	5	1	0	1	18	2.2
	Percent:	22%	44%	28%	6%	0%			
15.	Number:	6	12	0	0	0	1	18	1.7
	Percent:	33%	67%	0%	0%	0%			
16.	Number:	7	1	5	5	0	1	18	2.4
	Percent:	39%	6%	28%	28%	0%			
17.	Number:	13	5	0	0	0	1	18	1.3
	Percent:	72%	28%	0%	0%	0%			
18.	Number:	1	5	5	7	0	1	18	3.0
	Percent:	6%	28%	28%	39%	0%			
19.	Number:	4	13	0	0	0	2	17	1.8
	Percent:	24%	76%	0%	0%	0%			
20.	Number:	9	7	2	0	0	1	18	1.6
	Percent:	50%	39%	11%	0%	0%			
21.	Number:	11	7*	0	0	0	1	18	1.4
	Percent:	61%	39%	0%	0%	0%			

TABLE 8

FREQUENCY AND PERCENTAGE DATA: SOCIAL STUDIES TEACHERS AND STUDENT SPEAKING OPPORTUNITIES

Total Responding: 11 NR=No Response

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	3	8	0	0	0	0	11	1.7
Percent:	27%	73%	0%	0%	0%			
2. Number:	4	7	0	0	0	0	11	1.6
Percent:	36%	64%	0%	0%	0%			
3. Number:	10	1	0	0	0	0	11	1.1
Percent:	91%	9%	0%	0%	0%			
4. Number:	6	5	0	0	0	0	11	1.5
Percent:	55%	45%	0%	0%	0%			
5. Number:	0	0	11	0	0	0	11	3.0
Percent:	0%	0%	100%	0%	0%			
6. Number:	9	2	0	0	0	0	11	1.2
Percent:	82%	18%	0%	0%	0%			
7. Number:	5	6	0	0	0	0	11	1.5
Percent:	45%	55%	0%	0%	0%			
8. Number:	9	2	0	0	0	0	11	1.2
Percent:	82%	18%	0%	0%	0%			
9. Number:	6	4	0	1	0	0	11	1.6
Percent:	55%	36%	0%	9%	0%			
10. Number:	9	1	0	1	0	0	11	1.4
Percent:	82%	9%	0%	9%	0%			
11. Number:	8	1	2	0	0	0	11	1.5
Percent:	73%	9%	18%	0%	0%			
12. Number:	0	5	2	4	0	0	11	2.9
Percent:	0%	45%	18%	36%	0%			
13. Number:	4	7	0	0	0	0	11	1.6
Percent:	36%	64%	0%	0%	0%			
14. Number:	5	4	1	1	0	0	11	1.8
Percent:	45%	36%	9%	9%	0%			
15. Number:	5	6	0	0	0	0	11	1.5
Percent:	45%	55%	0%	0%	0%			
16. Number:	5	4	1	1	0	0	11	1.8
Percent:	45%	36%	9%	9%	0%			
17. Number:	8	3	0	0	0	0	11	1.3
Percent:	73%	27%	0%	0%	0%			
18. Number:	3	5	0	3	0	0	11	2.3
Percent:	27%	45%	0%	27%	0%			
19. Number:	3	8	0	0	0	0	11	1.7
Percent:	27%	73%	0%	0%	0%			
20. Number:	7	3	0	1	0	0	11	1.5
Percent:	64%	27%	0%	9%	0%			
21. Number:	3	7	0	0	0	1	10	1.7
Percent:	30%	70%	0%	0%	0%			

TABLE 9

FREQUENCY AND PERCENTAGE DATA: LANGUAGE ARTS / READING TEACHERS WITH 0-3 CFISD YEARS TEACHING EXPERIENCE

Total Responding: 4 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
2.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
4.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
5.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
6.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
7.	Number:	0	4	0	0	0	0	4	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	2	1	0	1	0	0	4	2.0
	Percent:	50%	25%	0%	25%	0%			
9.	Number:	0	3	0	1	0	0	4	2.5
	Percent:	0%	75%	0%	25%	0%			
10.	Number:	2	0	1	0	1	0	4	2.5
	Percent:	50%	0%	25%	0%	25%			
11.	Number:	3	0	0	1	0	0	4	1.8
	Percent:	75%	0%	0%	25%	0%			
12.	Number:	1	2	0	1	0	0	4	2.3
	Percent:	25%	50%	0%	25%	0%			
13.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
14.	Number:	1	1	2	0	0	0	4	2.3
	Percent:	25%	25%	50%	0%	0%			
15.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
16.	Number:	1	2	1	0	0	0	4	2.0
	Percent:	25%	50%	25%	0%	0%			
17.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
18.	Number:	2	0	0	2	0	0	4	2.5
	Percent:	50%	0%	0%	50%	0%			
19.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
20.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
21.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			

TABLE 10

FREQUENCY AND PERCENTAGE DATA: MATH / SCIENCE TEACHERS WITH 0-3 CFISD YEARS EXPERIENCE

Total Responding: 7 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	4	3	0	0	0	0	7	1.4
	Percent:	57%	43%	0%	0%	0%			
2.	Number:	7	0	0	0	0	0	7	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
4.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
5.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
6.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
7.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	7	0	0	0	0	0	7	1.0
	Percent:	100%	0%	0%	0%	0%			
9.	Number:	5	0	0	2	0	0	7	1.9
	Percent:	71%	0%	0%	29%	0%			
10.	Number:	4	0	0	3	0	0	7	2.3
	Percent:	57%	0%	0%	43%	0%			
11.	Number:	5	0	0	1	1	0	7	2.0
	Percent:	71%	0%	0%	14%	14%			
12.	Number:	0	1	2	4	0	0	7	3.4
	Percent:	0%	14%	29%	57%	0%			
13.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
14.	Number:	3	3	0	0	0	1	6	1.5
	Percent:	50%	50%	0%	0%	0%			
15.	Number:	3	3	0	0	0	1	6	1.5
	Percent:	50%	50%	0%	0%	0%			
16.	Number:	1	1	1	3	0	1	6	3.0
	Percent:	17%	17%	17%	50%	0%			
17.	Number:	6	0	0	0	0	1	6	1.0
	Percent:	100%	0%	0%	0%	0%			
18.	Number:	0	2	1	3	0	1	6	3.2
	Percent:	0%	33%	17%	50%	0%			
19.	Number:	1	5	0	0	0	1	6	1.8
	Percent:	17%	83%	0%	0%	0%			
20.	Number:	3	3	0	0	0	1	6	1.5
	Percent:	50%	50%	0%	0%	0%			
21.	Number:	5	1	0	0	0	1	6	1.2
	Percent:	83%	17%	0%	0%	0%			

TABLE 11

FREQUENCY AND PERCENTAGE DATA: SOCIAL STUDIES TEACHERS WITH 0-3 YEARS EXPERIENCE

Total Responding: 4 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
2.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
4.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
5.	Number:	0	0	4	0	0	0	4	3.0
	Percent:	0%	0%	100%	0%	0%			
6.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
7.	Number:	0	4	0	0	0	0	4	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
9.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
10.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
11.	Number:	3	0	1	0	0	0	4	1.5
	Percent:	75%	0%	25%	0%	0%			
12.	Number:	0	2	0	2	0	0	4	3.0
	Percent:	0%	50%	0%	50%	0%			
13.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
14.	Number:	3	0	1	0	0	0	4	1.5
	Percent:	75%	0%	25%	0%	0%			
15.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
16.	Number:	0	3	1	0	0	0	4	2.3
	Percent:	0%	75%	25%	0%	0%			
17.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
18.	Number:	1	2	0	1	0	0	4	2.3
	Percent:	25%	50%	0%	25%	0%			
19.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
20.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
21.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			

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TABLE 12

FREQUENCY AND PERCENTAGE DATA: LANGUAGE ARTS / READING TEACHERS WITH 4 PLUS YEARS EXPERIENCE

Total Responding: 10 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	10	0	0	0	0	0	10	1.0
	Percent:	100%	0%	0%	0%	0%			
4.	Number:	4	4	2	0	0	0	10	1.8
	Percent:	40%	40%	20%	0%	0%			
5.	Number:	10	0	0	0	0	0	10	1.0
	Percent:	100%	0%	0%	0%	0%			
6.	Number:	8	2	0	0	0	0	10	1.2
	Percent:	80%	20%	0%	0%	0%			
7.	Number:	1	8	0	0	0	1	9	1.9
	Percent:	11%	89%	0%	0%	0%			
8.	Number:	8	0	0	0	1	1	9	1.4
	Percent:	89%	0%	0%	0%	11%			
9.	Number:	7	1	0	1	0	1	9	1.4
	Percent:	78%	11%	0%	11%	0%			
10.	Number:	5	1	0	4	0	0	10	2.3
	Percent:	50%	10%	0%	40%	0%			
11.	Number:	7	0	0	1	2	0	10	2.1
	Percent:	70%	0%	0%	10%	20%			
12.	Number:	0	4	1	5	0	0	10	3.1
	Percent:	0%	40%	10%	50%	0%			
13.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
14.	Number:	1	7	1	0	0	1	9	2.0
	Percent:	11%	78%	11%	0%	0%			
15.	Number:	2	7	0	0	0	1	9	1.8
	Percent:	22%	78%	0%	0%	0%			
16.	Number:	3	3	3	0	0	1	9	2.0
	Percent:	33%	33%	33%	0%	0%			
17.	Number:	9	0	0	0	0	1	9	1.0
	Percent:	100%	0%	0%	0%	0%			
18.	Number:	1	4	3	1	0	1	9	2.4
	Percent:	11%	44%	33%	11%	0%			
19.	Number:	5	4	0	0	0	1	9	1.4
	Percent:	56%	44%	0%	0%	0%			
20.	Number:	7	1	1	0	0	1	9	1.3
	Percent:	78%	11%	11%	0%	0%			
21.	Number:	4	5	0	0	0	1	9	1.6
	Percent:	44%	56%	0%	0%	0%			

TABLE 13

FREQUENCY AND PERCENTAGE DATA: MATH / SCIENCE TEACHERS WITH 4 PLUS YEARS EXPERIENCE

Total Responding: 12 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	12	0	0	0	0	12	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	0	12	0	0	0	0	12	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	8	4	0	0	0	0	12	1.3
	Percent:	67%	33%	0%	0%	0%			
4.	Number:	4	7	1	0	0	0	12	1.8
	Percent:	33%	58%	8%	0%	0%			
5.	Number:	0	12	0	0	0	0	12	2.0
	Percent:	0%	100%	0%	0%	0%			
6.	Number:	8	4	0	0	0	0	12	1.3
	Percent:	67%	33%	0%	0%	0%			
7.	Number:	3	9	0	0	0	0	12	1.8
	Percent:	25%	75%	0%	0%	0%			
8.	Number:	8	2	0	1	0	1	11	1.5
	Percent:	73%	18%	0%	9%	0%			
9.	Number:	7	4	0	1	0	0	12	1.6
	Percent:	58%	33%	0%	8%	0%			
10.	Number:	8	0	0	3	1	0	12	2.1
	Percent:	67%	0%	0%	25%	8%			
11.	Number:	8	1	0	1	2	0	12	2.0
	Percent:	67%	8%	0%	8%	17%			
12.	Number:	2	4	3	3	0	0	12	2.6
	Percent:	17%	33%	25%	25%	0%			
13.	Number:	7	5	0	0	0	0	12	1.4
	Percent:	58%	42%	0%	0%	0%			
14.	Number:	1	5	5	1	0	0	12	2.5
	Percent:	8%	42%	42%	8%	0%			
15.	Number:	3	9	0	0	0	0	12	1.8
	Percent:	25%	75%	0%	0%	0%			
16.	Number:	6	0	4	2	0	0	12	2.2
	Percent:	50%	0%	33%	17%	0%			
17.	Number:	7	5	0	0	0	0	12	1.4
	Percent:	58%	42%	0%	0%	0%			
18.	Number:	1	3	4	4	0	0	12	2.9
	Percent:	8%	25%	33%	33%	0%			
19.	Number:	3	8	0	0	0	1	11	1.7
	Percent:	27%	73%	0%	0%	0%			
20.	Number:	6	4	2	0	0	0	12	1.7
	Percent:	50%	33%	17%	0%	0%			
21.	Number:	6	6	0	0	0	0	12	1.5
	Percent:	50%	50%	0%	0%	0%			

TABLE 14

FREQUENCY AND PERCENTAGE DATA: SOCIAL STUDIES TEACHERS WITH 4 PLUS YEARS EXPERIENCE

Total Responding: 7 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
4.	Number:	3	4	0	0	0	0	7	1.6
	Percent:	43%	57%	0%	0%	0%			
5.	Number:	0	0	7	0	0	0	7	3.0
	Percent:	0%	0%	100%	0%	0%			
6.	Number:	5	2	0	0	0	0	7	1.3
	Percent:	71%	29%	0%	0%	0%			
7.	Number:	5	2	0	0	0	0	7	1.3
	Percent:	71%	29%	0%	0%	0%			
8.	Number:	5	2	0	0	0	0	7	1.3
	Percent:	71%	29%	0%	0%	0%			
9.	Number:	3	3	0	1	0	0	7	1.9
	Percent:	43%	43%	0%	14%	0%			
10.	Number:	6	0	0	1	0	0	7	1.4
	Percent:	86%	0%	0%	14%	0%			
11.	Number:	5	1	1	0	0	0	7	1.4
	Percent:	71%	14%	14%	0%	0%			
12.	Number:	0	3	2	2	0	0	7	2.9
	Percent:	0%	43%	29%	29%	0%			
13.	Number:	3	4	0	0	0	0	7	1.6
	Percent:	43%	57%	0%	0%	0%			
14.	Number:	2	4	0	1	0	0	7	2.0
	Percent:	29%	57%	0%	14%	0%			
15.	Number:	2	5	0	0	0	0	7	1.7
	Percent:	29%	71%	0%	0%	0%			
16.	Number:	5	1	0	1	0	0	7	1.6
	Percent:	71%	14%	0%	14%	0%			
17.	Number:	4	3	0	0	0	0	7	1.4
	Percent:	57%	43%	0%	0%	0%			
18.	Number:	2	3	0	2	0	0	7	2.3
	Percent:	29%	43%	0%	29%	0%			
19.	Number:	2	5	0	0	0	0	7	1.7
	Percent:	29%	71%	0%	0%	0%			
20.	Number:	4	2	0	1	0	0	7	1.7
	Percent:	57%	29%	0%	14%	0%			
21.	Number:	1	5	0	0	0	1	6	1.8
	Percent:	17%	83%	0%	0%	0%			

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TABLE 15

STUDENT SPEAKING OPPORTUNITY RESPONSE CHOICES FOR VARIABLES 1,2,5,9,10,11, & 18

	0-3 YRS EXP	0-3 CFISD YRS	CONTENT ARE	SENTENCE	MOST QUEST	MOST ORAL	SENT. OPP.
1	1	1	1	4	5	4	4
2	2	2	1		1	1	2
3	2	2	1	1	1	5	2
4	2	2	1	1	4	1	3
5	1	1	1	2	3	1	1
6	2	2	1	1	1	1	
7	2	1	1	2	1	1	4
8	2	2	1	2	1	1	1
9	2	2	1	2	1	1	3
10	1	1	1	5	4	1	4
11	2	2	1	2	1	1	1
12	2	2	1	1	1	1	1
13	2	2	1	4	4	5	4
14	2	2	1	1	4	1	2
15	2	2	2	1	4	5	4
16	1	1	2	1	1	1	
17	2	2	2	2	1	1	3
18	1	1	2	1	4	3	3
19	2	2	2	2	5	5	2
20	2	2	2	4	4	1	4
21	2	2	2	1	1	1	4
22	2	1	2	4	1	1	2
23	2	1	2	4	1	5	4
24	1	1	2	4	4	4	4
25	2	2	2	1	1	2	2
26	2	2	2	2	1	4	3
27	2	2	2	1	1	1	3
28	2	2	2	1	1	1	4
29	2	2	2	2	4	1	2
30	1	1	2	1	1	1	4
31	2	2	3	4	1	1	4
32	2	2	3	2	1	2	1
33	1	1	3	1	1	1	2
34	1	1	3	2	1	1	1
35	2	2	3	1	4	1	3
36	2	2	3	1	4	1	2
37	2	2	3	2	1	3	4
38	2	1	3	1	2	3	2
39	2	2	3	2	1	1	2
40	2	2	3	1	1	1	2
41	1	1	3	1	1	1	4
42	2	2	3	1	1	1	2

TABLE 16

CHI-SQUARE COMPARISON OF YOUNGER AND MORE EXPERIENCED CFISD TEACHERS AND TECHNIQUE YIELDING MOST STUDENT QUESTIONS

Chi-Square: 4.60 Phi: 0.33 Contingency
Significance: 0.33 Cramer's V: 0.33 Coefficient: 0.31

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	MOST QUEST Totals
5	1 50.00 7.14 2.38	1 50.00 3.57 2.38	2 4.76
1	8 29.63 57.14 19.05	19 70.37 67.86 45.24	27 64.29
4	3 27.27 21.43 7.14	8 72.73 28.57 19.05	11 26.19
3	1 100.00 7.14 2.38	0 0.00 0.00 0.00	1 2.38
2	1 100.00 7.14 2.38	0 0.00 0.00 0.00	1 2.38
0-3 CFISD YRS Totals	14 33.33	28 66.67	42 100.00

TABLE 17

CHI-SQUARE COMPARISON OF YOUNGER AND MORE EXPERIENCED CFISD TEACHERS AND TECHNIQUE ELICITING MOST ORAL RESPONSES

Chi-Square: 4.47 Phi: 0.33 Contingency
Significance: 0.35 Cramer's V: 0.33 Coefficient: 0.31

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	MOST ORAL Totals
4	2 66.67 14.29 4.76	1 33.33 3.57 2.38	3 7.14
1	9 31.03 64.29 21.43	20 68.97 71.43 47.62	29 69.05
5	1 20.00 7.14 2.38	4 80.00 14.29 9.52	5 11.90
3	2 66.67 14.29 4.76	1 33.33 3.57 2.38	3 7.14
2	0 0.00 0.00 0.00	2 100.00 7.14 4.76	2 4.76
0-3 CFISD YRS Totals	14 33.33	28 66.67	42 100.00

TABLE 18

CHI-SQUARE COMPARISON OF CONTENT AREA TEACHERS AND TECHNIQUE YIELDING MOST (STUDENT) COMPLETE SENTENCE RESPONSES

Chi-Square:	4.24	Phi:	0.32	Contingency	
Significance:	0.64	Cramer's V:	0.23	Coefficient:	0.31

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY			
	1	2	3	SENTENCE Totals
4	2 28.57 15.38 4.88	4 57.14 25.00 9.76	1 14.29 8.33 2.44	7 17.07
1	5 25.00 38.46 12.20	8 40.00 50.00 19.51	7 35.00 58.33 17.07	20 48.78
2	5 38.46 38.46 12.20	4 30.77 25.00 9.76	4 30.77 33.33 9.76	13 31.71
5	1 100.00 7.69 2.44	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 2.44
CONTENT ARE Totals	13 31.71	16 39.02	12 29.27	41 100.00

TABLE 19

CHI-SQUARE COMPARISON OF CONTENT AREA TEACHERS AND TECHNIQUE YIELDING MOST STUDENT QUESTIONS ASKED

Chi-Square: 6.25 Phi: 0.39 Contingency
Significance: 0.62 Cramer's V: 0.27 Coefficient: 0.36

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY			
	1	2	3	MOST QUEST Totals
5	1 50.00 7.14 2.38	1 50.00 6.25 2.38	0 0.00 0.00 0.00	2 4.76
1	8 29.63 57.14 19.05	10 37.04 62.50 23.81	9 33.33 75.00 21.43	27 64.29
4	4 36.36 28.57 9.52	5 45.45 31.25 11.90	2 18.18 16.67 4.76	11 26.19
3	1 100.00 7.14 2.38	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 2.38
2	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 100.00 8.33 2.38	1 2.38
CONTENT ARE Totals	14 33.33	16 38.10	12 28.57	42 100.00

TABLE 20

CHI-SQUARE COMPARISON OF CONTENT AREA TEACHERS AND TECHNIQUE YIELDING MOST STUDENT ORAL RESPONSES

Chi-Square:	7.85	Phi:	0.43	Contingency	
Significance:	0.45	Cramer's V:	0.31	Coefficient:	0.40

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY			
	1	2	3	MOST ORAL Totals
4	1 33.33 7.14 2.38	2 66.67 12.50 4.76	0 0.00 0.00 0.00	3 7.14
1	11 37.93 78.57 26.19	9 31.03 56.25 21.43	9 31.03 75.00 21.43	29 69.05
5	2 40.00 14.29 4.76	3 60.00 18.75 7.14	0 0.00 0.00 0.00	5 11.90
3	0 0.00 0.00 0.00	1 33.33 6.25 2.38	2 66.67 16.67 4.76	3 7.14
2	0 0.00 0.00 0.00	1 50.00 6.25 2.38	1 50.00 8.33 2.38	2 4.76
CONTENT ARE Totals	14 33.33	16 38.10	12 28.57	42 100.00

TABLE 21

CHI-SQUARE COMPARISON OF CONTENT AREA TEACHERS AND FREQUENCY OF STUDENT SENTENCE OPPORTUNITIES WITH GROUPING

Chi-Square: 8.39 Phi: 0.46 Contingency
Significance: 0.21 Cramer's V: 0.32 Coefficient: 0.42

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY			
	1	2	3	SENT. OPP. Totals
4	4 28.57 30.77 10.00	7 50.00 46.67 17.50	3 21.43 25.00 7.50	14 35.00
2	3 23.08 23.08 7.50	4 30.77 26.67 10.00	6 46.15 50.00 15.00	13 32.50
3	2 28.57 15.38 5.00	4 57.14 26.67 10.00	1 14.29 8.33 2.50	7 17.50
1	4 66.67 30.77 10.00	0 0.00 0.00 0.00	2 33.33 16.67 5.00	6 15.00
CONTENT ARE Totals	13 32.50	15 37.50	12 30.00	40 100.00

TABLE 22

CHI-SQUARE COMPARISON OF TEACHING EXPERIENCE AND TEACHING TECHNIQUE FOR MOST COMPLETE SENTENCE RESPONSES

Chi-Square:	3.74	Phi:	0.30	Contingency Coefficient:	0.29
Significance:	0.29	Cramer's V:	0.30		

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	SENTENCE Totals
4	2 28.57 20.00 4.88	5 71.43 16.13 12.20	7 17.07
1	5 25.00 50.00 12.20	15 75.00 48.39 36.59	20 48.78
2	2 15.38 20.00 4.88	11 84.62 35.48 26.83	13 31.71
5	1 100.00 10.00 2.44	0 0.00 0.00 0.00	1 2.44
0-3 YRS EXP Totals	10 24.39	31 75.61	41 100.00

TABLE 23

CHI-SQUARE COMPARISON OF TEACHING EXPERIENCE AND TEACHING TECHNIQUE YIELDING MOST STUDENT QUESTIONS

Chi-Square:	4.76	Phi:	0.34	Contingency	
Significance:	0.31	Cramer's V:	0.34	Coefficient:	0.32

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	MOST QUEST Totals
5	1 50.00 10.00 2.38	1 50.00 3.12 2.38	2 4.76
1	5 18.52 50.00 11.90	22 81.48 68.75 52.38	27 64.29
4	3 27.27 30.00 7.14	8 72.73 25.00 19.05	11 26.19
3	1 100.00 10.00 2.38	0 0.00 0.00 0.00	1 2.38
2	0 0.00 0.00 0.00	1 100.00 3.12 2.38	1 2.38
0-3 YRS EXP Totals	10 23.81	32 76.19	42 100.00

TABLE 24

CHI-SQUARE COMPARISON OF TEACHING EXPERIENCE AND TEACHING TECHNIQUE YIELDING MOST ORAL RESPONSES

Chi-Square: 5.38 Phi: 0.36 Contingency
Significance: 0.25 Cramer's V: 0.36 Coefficient: 0.34

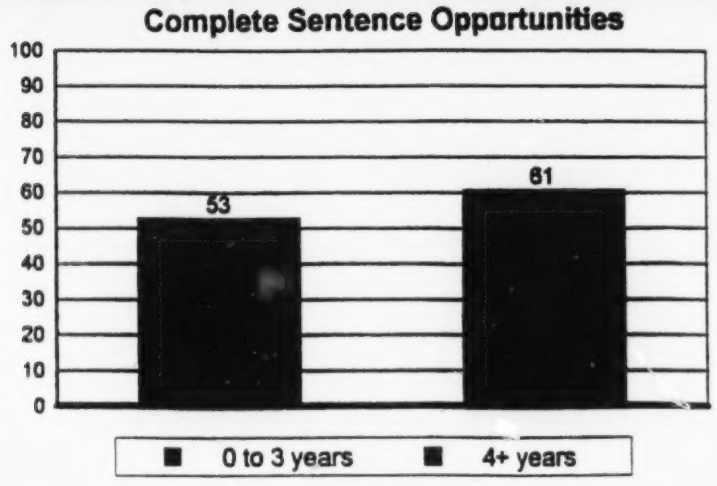
Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	MOST ORAL Totals
4	2 66.67 20.00 4.76	1 33.33 3.12 2.38	3 7.14
1	7 24.14 70.00 16.67	22 75.86 68.75 52.38	29 69.05
5	0 0.00 0.00 0.00	5 100.00 15.62 11.90	5 11.90
3	1 33.33 10.00 2.38	2 66.67 6.25 4.76	3 7.14
2	0 0.00 0.00 0.00	2 100.00 6.25 4.76	2 4.76
0-3 YRS EXP Totals	10 23.81	32 76.19	42 100.00

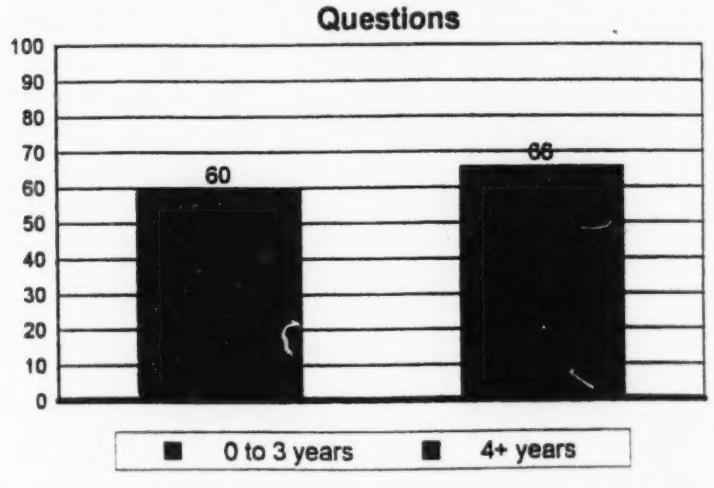
TABLE 25

CHI-SQUARE COMPARISON OF TEACHING EXPERIENCE AND FREQUENCY OF SENTENCE OPPORTUNITIES YIELDED BY GROUPING TECHNIQUE

Chi-Square: 3.71 Phi: 0.30 Contingency
Significance: 0.29 Cramer's V: 0.30 Coefficient: 0.29

Cell Count Row % Column % Total %	Data File: STUDENT SPEAKING OPPORTUNITY		
	1	2	SENT. OPP. Totals
4	5 35.71 55.56 12.50	9 64.29 29.03 22.50	14 35.00
2	1 7.69 11.11 2.50	12 92.31 38.71 30.00	13 32.50
3	1 14.29 11.11 2.50	6 85.71 19.35 15.00	7 17.50
1	2 33.33 22.22 5.00	4 66.67 12.90 10.00	6 15.00
0-3 YRS EXP Totals	9 22.50	31 77.50	40 100.00





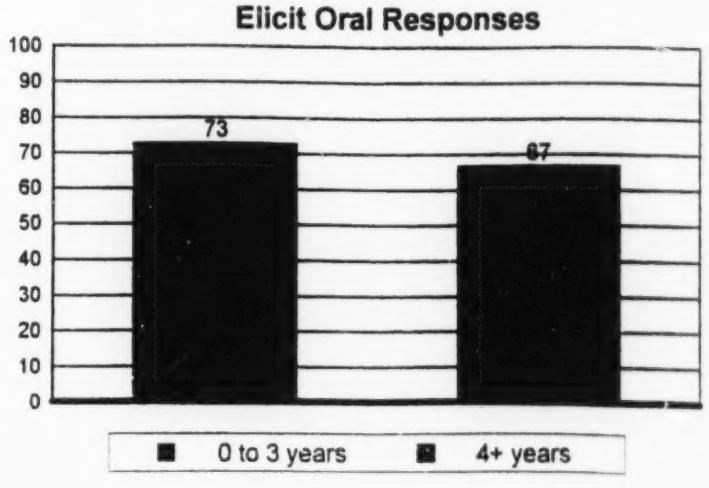


FIGURE 2: CFISD YEARS EXPERIENCE AND ATTITUDES OF CLASS DISCUSSION TECHNIQUES